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ABSTRACT

Project ABRAZO is a bilingual research program designed to investigate strategies which might enhance the self-concept of Mexican-American children. A portion of the baseline data collected for ABRAZO is considered with three purposes in view: (1) Is there any difference between the self-concept of Mexican-American children, non-Mexican-American and Anglos at grades 3 and 6? (2) What is the degree of agreement between the child's view of himself, how he thinks his teacher sees him, and a teacher rating of his self-concept? (3) Which background characteristics are good predictors of self-concept and achievement in mathematics and reading? (AG)

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The Self-Concept of Mexican-American Youngsters and Related Environmental Characteristics

by

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Introduction and Purposes

Mexican-Americans constitute the second largest ethnic sub-group in the United States with heavy concentration located in California and Texas. While the Mexican-Americans are not a homogeneous group, they differ markedly from the majority of American society in that they have persisted, through successive generations, to use Spanish as the dominant language in the barrio. In the past, this differential language preference for Spanish and bilingualism was often viewed as a cultural handicap , and Spanish was a forbidden language in many school systems.

More recently, this has changed, and with the advent of ESEA, Title VII, programs in bilingual education have become commonplace in the schools of California and throughout the Southwest.

Project ABRAZO, a bilingual research project designed to investigate strategies which might enhance the self-concept of Mexican-American children, is one of these Title VII efforts being conducted in San Jose, California.

The content of this paper considers a portion of the baseline data collected for ABRAZO with three purposes or questions in view: First, is there any difference between the self-concept of Mexican-American children, non-Mexican-American and Anglos at grades 3 and 6? Second, what is the degree of agreement between the child's view of himself, how he thinks his teachers sees him, and a teacher rating of his self-concept? Third, which background or environmental characteristics are good predictors of self-concept and achievement in mathematics and reading?

Related Research

Since 1950 there has been an increasing number of empirical studies related to self-concept, and since 1960 many of these have centered upon the relationship of ethnic group membership to self-esteem. Wylie (1961) considered the seemingly endless array of hypotheses, instruments and experimental designs related to the assessment of self-concept.

Most studies of self-concept have used single instruments in which the students themselves have responded. However, some studies have attempted to obtain independent views of self-concept using teacher or parent ratings.

Davidson and Lang (1960) and Brookover and Thomas (1963) found a significant relationship between students' self-concepts and the perceived evaluation of their teachers. Results of studies relating students' self-concepts to actual teacher evaluations are not as consistent. Coopersmith (1959) reported substantial agreement between the results of his Self-Esteem Inventory and his Behavior Rating Form. His data was incomplete, however, and it appears that there was substantial disagreement as well.

Butts (1963), Burke (1968), Williams (1968) and Soares and Soares (1970) found significant differences between self and observer evaluations using various instruments to measure the self-concept of disadvantaged students. Moses and

Zirkel (1970) found that self-concept was related to ethnic group membership.

Greene and Zirkel (1971) and Alberti (1970) found teacher ratings of self-concepts significantly correlated with the child's view of self.

The relationship between self-concept and ethnic groups membership has also received increasing attention with somewhat mixed conclusions. Zirkel and Moses (1971) cite an array of studies in this area. Coleman (1966) and Hishiki (1969) found the self-concepts of Mexican-American children to be significantly lower than those of white children, while DeBlassie and Healy (1970) and Carter (1968) found no significant differences along these lines.

Zirkel and Moses (1971) found that the self-concept of Negro children did not differ significantly from white children, and that the self-concept of Puerto Rican children was lower than Whites or Blacks.

In a recent study, Anderson and Johnson (1971) related environmental characteristics of the home, parental education and occupation levels, self-concept of ability, sex, and language usage to achievement in English and mathematics. The self-concept factor was an important predictor of academic success. Parental stress upon school achievement was the only other consistent predictor.

Procedures

Data were obtained on 552 students in grades 3 and 6 attending five urban California schools having more than a 50% Mexican-American student population. These grade levels were chosen to obtain data on the variables of interest at two stages of the child's social and cognitive development.

Third grade children were given Coopersmith"s (1967) Self-Esteem Inventory (SEI). The SEI has 54 items consisting of statements to which the student responds either "Like Me" or "Unlike Me" . In addition, each child was administered by the research staff a locally developed 18-item adjective checklist entitled "How I see Myself." This instrument was a modified version of a scale used by Davidson and Lang (1960) and is shown in the appendix to this paper.

The identical adjective checklist was given by the researchers a second time to students with new directions and the focus changed to "How My Teacher Sees Me." Finally, third and sixth grade teachers were asked to complete the same checklist showing their view of the child's self-concept. This was completed without the teachers having seen the student completed instruments.

Cooperative Primary Tests in Mathematics (Form 23A) and Reading (Form 23A) were administered to obtain measures of academic performance.

Self-concept data on sixth grade students was obtained using the same instruments as in grade three. Achievement in mathematics and reading was assessed using the California Test of Basic Skills (CTBS) Level II, Form Q. In addition, California Test of Mental Maturity (CTMM) and Lorge-Thorndike scores of scholastic aptitude were available for these children.

In addition to obtaining data on measures of self-concept and achievement, data were compiled on the youngsters' age, sex, ethnic background, father's occupation, birthplace, and the length of time the child had been enrolled at the school he was attending. Age was expressed in months. Hollingsheads' seven point scale was used for occupational categorization. Birthplace was an author devised ordinal scale to reflect distance from San Jose.

Data Analysis

The primary interest was to view the data as a function of ethnic group membership. Many hypotheses had been offered by educators and community members concerned about the perceived low self-esteem of Mexican-American children and its presumed effect upon school performance. Therefore, mean differences between the various measures of self-esteem, achievement and scholastic aptitude and background characteristics were examined as a function of ethnic group membership.

Two major ethnic groups, Mexican-Americans and Anglos, constituted more than 90% of the study sample. The data were initially dichotomized into Mexican-American and non-Mexican-American categories with the realization that a small number of Blacks (12), Orientals (16) and other (11) was included in the latter category. An additional view of the data analyzed the Anglos as a separate category.

Means and standard deviations on the various instruments and background characteristics were first compiled for each of the three ethnic categories at grades three and six. t tests were performed at points where differences were viewed as possibly being significant.

Secondly, the degree of agreement between the four measures of self-esteem at grades three and six by ethnic group was examined. Three statistical methods were employed to measure this. First, mean differences between a child's view of himself, how he perceived his teacher's view of him, and the actual teacher rating of self-concept were examined. Secondly, the inter-correlations between these same views were generated. Finally, analysis of variance techniques, (Winer, 1962, p. 124-132) were used to obtain reliabilities between the three views of self-concept. Each view was considered a "judgment" and inter-judge reliabilities were calculated. This analysis has been completed for the Mexican-American and non-Mexican-American categories only.

Finally stepwise multiple regression techniques were used to predict self-concept (SEI) and reading and mathematics achievement for each of the three ethnic categories at the third and sixth grades.

Variables used at the third grade were: age (in months), sex, father's occupation, place of birth, length of time enrolled in present school, mathematics achievement, reading achievement, and scores on Coopersmith's self-esteem inventory. The regression analyses for sixth graders used the same eight variables plus scores on the Lorge-Thorndike intelligence test.

Results

Mean Differences:

Table 1 shows the means and standard deviations by ethnic category for third graders. Significant differences were observed on mathematics achievement, age, father's occupation, and place of birth. The t values have been indicated in parentheses next to the variables where differences were noted. The differences indicate that Mexican-American third graders perform lower in mathematics, are somewhat older, and their father's have more unskilled occupations than their non-Mexican-American and Anglo peers. Place of birth differences indicate that more Anglos are born away from the attendance district than are Mexican-Americans.

No significant differences between ethnic categories were noted on any of the four measures of self-esteem.

Table 2 cites the means and standard deviations by ethnic category for observed characteristics at the sixth grade. Again, t values are indicated next to those variables where significant differences were found. Here we found more sweeping and striking differences only hinted at in the lower grades. Significant differences between ethnic categories exist on the SEI (t=2.27), CTBS Reading (t=1.69), CTBS Math (t=2.30), the Lorge-Thorndike (t=2.07), and father's occupation (t=3.14). All these differences favor the non-Mexican-American and Anglo ethnic categories.

The CTMM score was obtained when these children were in grade four, which may explain why no difference was noted there. The various views of self-esteem using the adjective checklist indicated no differences.

Agreement between views of self-esteem:

Mean Differences: Examination of tables 1 and 2 indicate that there were no mean differences at either grade level or within any ethnic group between the three views of self-esteem (How I See Myself, How My Teacher Sees Me, Teacher Checklist) when using the 18-item adjective checklist (see Appendix A).

Intercorrelations: Tables 3 and 4 are the correlation matrices for the four self-esteem measures by ethnic group for third grades.

The intercorrelations between the measures of self-concept are quite similar for both ethnic groups. All relationships are significant although there is more agreement among the three self-concept measures the children completed (SEI, How I See Myself, How My Teacher Sees Me) themselves than with the Teacher Completed Checklist. The relationship between the SEI and the Teachers Checklist with achievement seems to be most stable. This relationship is more positive for non-Mexican-Americans. There is also a stronger relationship between "How I See Myself" and "How My Teacher Sees Me" in the non-Mexican-American group.

The intercorrelation matrices in Tables 5 and 6 indicate essentially the same pattern of relationships observed at grade three. There is moderate positive relationships between the four measures of self-esteem with this being generally higher for the non-Mexican-Americans.

Inter-judge reliabilities: Tables 7, 8, 9, and 10 summarize the inter-judge reliabilities of the possible combinations using the adjective checklist instrument at grades three and six for the two ethnic groups. The highest agreement occurred between "How I See Myself" and "How My Teacher Sees Me" (Table 8). The three "judge" pool expressing the inter-reliability using all three instruments also had fairly high (.56) reliability.

The agreement between "How I See Myself" and the "Teacher Completed Checklist" as well as between "How My Teacher Sees Me" and the "Teacher Completed Checklist" was quite low as indicated in Tables 9 and 10.

Multiple Regression Results:

Third grade: Tables 11, 12 and 13 summarize the results of the stepwise multiple regression for Mexican-American, non-Mexican-American and Anglo third graders respectively, Three predictive equations were developed for each ethnic category using self-esteem, reading, and mathematics as the criterion variables.

Multiple correlation coefficients ranged from .26 to .47 when the designated criterion was the SEI score. The best predictor for the Mexican-American subsample was mathematics achievement while reading achievement was the best predictor for the non-Mexican-American and Anglo samples. Teacher rating of self-esteem was the second most useful predictor in the Mexican-American and non-Mexican-American samples. Although the multiple correlations were all significant beyond the .01 level, only a small portion of the SEI variance was explained using the background characteristics cited above.

In five of the six regression equations having reading and mathematics as the criterion, the measure of self-esteem was the first predictor selected in the stepwise process. The only other consistent predictor of math and reading was the teacher completed checklist of self-esteem.

Although all F-ratios were statistically significant beyond the .01 level, the multiple correlations were consistently higher for the Anglos and non-Mexican-Americans than for the Mexican-Americans.

No cross validation of the predictive equations was conducted.

Sixth Grade: Multiple regression results for the sixth grade data are summarized in Tables 14, 15, and 16. Generally more predictive success was achieved with Anglo and non-Mexican-American children than with Mexican-Americans. Reading scores were the most stable predictor of self-esteem in all three ethnic categories.

In terms of predicting academic achievement in mathematics and reading, the Lorge-Thorndike measure of scholastic aptitude proved to be the best predictor of both variables in all ethnic categories. The teacher completed checklist and Coopersmith's self-esteem inventory were also useful predictors of academic achievement.

Multiple correlations ranged from .36 to .79, with 7 of the 9 mult-R's at .65 or above. More predictive success was noted here at the sixth grade, than at the third.

Summary and Discussion:

Instruments measuring self-concept and cognitive ability were administered to third and sixth grade students in urban schools having high concentrations of Mexican-American children. Teachers of these children were also asked to assess their perception of each child's self-esteem. In addition, data concerning age, sex, ethnic background, father's occupation, birthplace, and length of time the child had been enrolled at the school he was attending was compiled. CTMM and Lorge-Thorndike scores were available for sixth graders.

Examination of mean differences at the third grade on the above characteristics indicated the Mexican-American children performed lower in mathematics achievement, were somewhat older and their fathers held unskilled jobs. No differences were observed on the self-esteem measure for third graders.

At the sixth grade, significant differences were found on the SEI, CTBS reading, CTBS math, the Lorge-Thorndike, and father's occupation. All of these differences favored the non-Mexican-American and Anglo ethnic categories.

Agreement between the three views of self-concept (How I See Myself, How My Teacher Sees Me, and the Teacher Completed Checklist) was examined by looking for mean differences, intercorrelations, and interjudge reliabilities. Examination of the means revealed no differences. The intercorrelations and reliabilities were moderately high. On these three instruments there were no intra group differences at either the third and sixth grade level.

Moderate positive relationships were found between the SEI and the Teacher Checklist and student achievement in both ethnic categories.

Multiple regression analysis directed at predicting self-esteem, reading and mathematics achievement using background characteristics was conducted. At the third grade, the most useful predictors of self-esteem were teacher rating of self-esteem and achievement scores. The most useful predictors of academic performance was the SEI and teachers rating of self-esteem. Measures of self-esteem, reading, and scholastic aptitude were the most useful predictors at grade six.

Although all derived multiple correlation coefficients were significant, only a moderate portion of the criterion variance was explained using the

background characteristics compiled for this study.

While this study was concentrated in the elementary grades, it appears that the trend of differences becoming cumulative has been established. Differences between the ethnic categories in self-esteem and academic performance, inconsistent at the third grade level, become quite dominant at the sixth grade. Future plans include obtaining data from ninth grade students in the same neighborhood to further document these hypothesized trends.

It is interesting to note that data from the three forms of the self-concept instrument based upon Davidson and Lang's (1960) adjective checklist do not demonstrate any differences either between "judges" or between ethnic categories. Slight differences of a few points did crop up but none of these differences were significant. It is the intent of the authors to design reliability and validity studies to better document the utility of the adjective checklist method of assessing self-esteem.

A consistently higher correlation was found at both the third and sixth grade level between "How I See Myself and "How My Teacher Sees Me" for non-Mexican-American children than for Mexican-American children. This suggests that the Mexican-American child feels more independent of the teacher in considering his own worth than does the non-Mexican-American.

The multiple regression analyses once again confirmed the realization that self-concept is an important part of the psychological make-up and the scholastic performance of all children. While we cannot cite causal inferences, it is our firm belief that educators must consider strategies to enhance the self-image of children as well as fostering their cognitive development.

TABLE 1

MEANS AND STANDARD DEVIATIONS ON MEASURES
OF SELF-ESTEEM AND ACHIEVEMENT AND BACKGROUND CHARACTERISTICS
FOR THIRD GRADE MEXICAN-AMERICANS,
NON-MEXICAN-AMERICAN, AND ANGLOS

	N=200 Mexican-American		N=101 Non-Mexican-American		N=77 Anglo	
	Mean	SD	Mean	SD	Mean	SD
Coopersmith's Self-Esteem Inventory (SEI)	60.53	10.72	60.23	13.68	59.88	13.69
How I See Myself	44.99	5.49	44.64	4.91	44.40	5.14
How My Teacher Sees Me	44.78	6.46	44.10	5.82	44.06	5.88
Teacher Completed Checklist	44.42	6.18	43.20	8.21	42.86	8.28
COOP Reading Form 23B	24.86 (1.9)*	8.27	25.27 (2.1)*	8.12	24.77 (1.8)*	8.62
COOP Math Form 23B (t=2.22)	31.48 (2.2)*	5.97	33.24 (2.3)*	6.47	33.21 (2.3)*	6.54
Age (in months) (t=3.02)	105.54	6.85	103.55	7.41	102.66	7.22
Father's Occupation (t=5.11)	5.91	.80	5.17	1.35	5.04	1.39
Birth Place (t=1.75)	2.17	2.08	2.66	2.63	2.64	2.55
Time in School	3.24	1.31	3.09	1.30	3.08	1.27

* Grade equivalent score

TABLE 2

MEANS AND STANDARD DEVIATIONS ON MEASURES OF SELF-ESTEEM ACADEMIC APTITUDE, AND ACHIEVEMENT FOR SIXTH GRADE MEXICAN-AMERICANS, NON-MEXICAN-AMERICANS, AND ANGLOS

	N=181 Mexican-American		N=70 Non-Mexican-American		N=50 Anglo	
	Mean	SD	Mean	SD	Mean	SD
SEI (t=2.27)	61.10	13.24	65.90	15.61	65.92	17.08
How I See Myself	43.40	4.81	43.51	4.43	43.58	4.57
How My Teacher Sees Me	42.23	5.67	43.10	5.75	42.70	5.42
Teacher Completed Checklist	42.01	5.70	42.21	6.47	41.92	6.68
CTBS Level II Reading Total (t=1.69)	45.22 (4.4)*	17.38	49.83 (4.8)*	20.43	49.72 (4.8)*	20.00
CTBS Level II Mathematics Total (t=2.30)	55.41 (4.6)*	17.81	61.72 (5.0)*	20.08	60.76 (4.9)*	19.12
CTMM	99.36	15.78	101.44	12.15	100.28	12.33
Lorge-Thorndike Non Verbal (t=2.07)	90.44	14.49	95.93	20.18	94.94	20.57
Age (in months)	143.67	19.59	140.72	6.76	141.06	6.76
Father's Occupation (t=3.14)	5.98	.95	5.54	1.09	5.54	1.03
Birthplace	2.38	2.30	2.56	2.60	2.48	2.48
Time in School	3.95	2.66	3.69	2.43	3.66	2.25

* Grade Equivalent Score

TABLE 3

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM AND ACHIEVEMENT IN READING AND MATHEMATICS FOR THIRD GRADE MEXICAN-AMERICANS

	SEI	See Myself	Teacher Sees Me	Teacher Checklist	Reading	Mathematics
SEI	1.00	.33	.22	.16	.17	.21
See Myself		1.00	.44	.27	-.05	.02
Teacher Sees Me			1.00	.26	.10	.21
Teacher Checklist				1.00	.19	.00
Reading					1.00	.35
Mathematics						1.00

Significant at .05 level is r ≥ .14

TABLE 4

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM AND ACHIEVEMENT IN READING AND MATHEMATICS FOR THIRD GRADE NON-MEXICAN-AMERICANS

	SEI	See Myself	Teacher Sees Me	Teacher Checklist	Reading	Math
SEI	1.00	.43	.32	.28	.37	.29
See Myself		1.00	.64	.22	.22	.20
Teacher Sees Me			1.00	.25	.07	.25
Teacher Checklist				1.00	.33	.23
Reading					1.00	.42
Mathematics						1.00

Significant at .05 level if r $\geq$ .20

TABLE 5

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM SCHOLASTIC APTITUDE AND ACHIEVEMENT FOR SIXTH GRADE MEXICAN-AMERICANS

	SEI	See Myself	Teacher Sees Me	Teacher Checklist	CTBS Reading	CTBS Math	CTMM	Lorge Thorn-dike
SEI	1.00	.33	.36	.16	.33	.33	.20	.27
How I See Myself		1.00	.52	.25	.18	.22	.04	.16
Teacher Sees Me			1.00	.22	.14	.25	.14	.13
Teacher Check-list				1.00	.25	.27	.35	.13
CTBS Reading					1.00	.68	.59	.61
CTBS Math						1.00	.61	.68
CTMM							1.00	.60
Lorge Thorndike								1.00

Significant at .05 level if r ≥ .15

TABLE 6

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM, SCHOLASTIC APTITUDE AND ACHIEVEMENT FOR SIXTH GRADE NON-MEXICAN-AMERICANS

	SEI	See Myself	Teacher Sees Me	Teacher Checklist	CTBS Reading	CTBS Math	CTMM	Lorge Thorn-dike
SEI	1.00	.36	.49	.20	.47	.40	.25	.34
How I See Myself		1.00	.67	.19	.17	.20	.08	.11
Teacher Sees Me			1.00	.20	.30	.30	.18	.20
Teacher Check-list				1.00	.52	.48	.41	.44
CTBS Reading					1.00	.84	.63	.66
CTBS Math						1.00	.66	.75
CTMM							1.00	.62
Lorge Thorndike								1.00

Significant at .05 level if r ≥ .24

TABLE 7

INTER-RATER RELIABILITIES BETWEEN THE THREE VIEWS OF SELF-CONCEPT: HOW I SEE MYSELF, HOW MY TEACHER SEES ME: TEACHER CHECKLIST

Third Grade Mexican-American	.58
Third Grade Non-Mexican American	.57
Sixth Grade Mexican-American	.60
Sixth Grade Non-Mexican-American	.50

TABLE 8

INTER-RATER RELIABILITIES BETWEEN HOW I SEE MYSELF AND HOW MY TEACHER SEES ME

Third Grade Mexican-American	.60
Third Grade Non-Mexican-American	.77
Sixth Grade Mexican-American	.67
Sixth Grade Non-Mexican-American	.72

TABLE 9

INTER-RATER RELIABILITIES BETWEEN HOW I SEE MYSELF AND TEACHER COMPLETED CHECKLIST

Third Grade Mexican-American	.42
Third Grade Non-Mexican-American	.31
Sixth Grade Mexican-American	.43
Sixth Grade Non-Mexican-American	.14

TABLE 10

INTER-RATER RELIABILITIES BETWEEN HOW MY TEACHER SEES ME AND TEACHER COMPLETED CHECKLIST

Third Grade Mexican-American	.41
Third Grade Non-Mexican-American	.38
Sixth Grade Mexican-American	.37
Sixth Grade Non-Mexican-American	.30

TABLE 11

MULTIPLE REGRESSION SUMMARY FOR THIRD GRADE MEXICAN-AMERICANS

N = 200

	SEI	Reading	Mathematics
No. of Predictors	8	7	7
Multiple-R	.26	.24	.29
F-Ratio	7.08**	5.83**	6.07**
*Useful Predictors	Math	Checklist	SEI
	Checklist	SEI	(-) Birthplace
			(-) Age

** P $\leq$ .01

* Only those predictors which had significant regression coefficients are listed.

TABLE 12

MULTIPLE REGRESSION SUMMARY FOR THIRD GRADE NON-MEXICAN-AMERICANS

N = 101

	SEI	Reading	Mathematics
No. of Predictors	8	7	7
Multiple R	.41	.49	.33
F-Ratio	9.70**	10.22**	6.17**
*Useful Predictors	Reading Checklist	SEI Checklist Father's Occupation	SEI Checklist

** P < .01

* Only those predictors which had significant regression coefficients are listed.

TABLE 13

MULTIPLE REGRESSION SUMMARY FOR
THIRD GRADE ANGLOS

N = 77

SEI	Reading	Mathematics
No. of Predictors	8	7
Multiple R	.47	.57
F-Ratio	10.54**	11.93**
*Useful Predictors	Reading	SEI
	(-)Birthplace	Father's Occupation
		Checklist

No. of Predictors	7
Multiple R	.38
F-Ratio	6.23**
*Useful Predictors	SEI
	Checklist

** P < .01

* Only those predictors which had significant regression coefficients are listed.

TABLE 14: MULTIPLE REGRESSION SUMMARY
FOR SIXTH GRADE MEXICAN-AMERICANS

N = 180

	SEI	Reading	Mathematics
No. of Predictors	9	8	8
Multiple R	.36	.65	.72
F-Ratio	13.03**	43.22**	47.60**
*Useful Predictors	Reading Math	Scholastic Aptitude Teacher Checklist SEI	Scholastic Aptitude Teacher Checklist SEI Age

** P<.01

* Only those predictors which had significant regression coefficients are listed.

TABLE 15: MULTIPLE REGRESSION SUMMARY
FOR SIXTH GRADE NON-MEXICAN-AMERICANS

N = 71

	SEI	Reading	Mathematics
No. of Predictors	9	8	8
Multiple R	.52	.78	.78
F-Ratio	12.41**	30.99**	35.23**
*Useful Predictors	Reading Father's Occupation	Scholastic Aptitude SEI Father's Occupation Teacher Checklist	Scholastic Aptitude Teacher Checklist SEI

** P<.01
* Only those predictors which had significant regression coefficients are listed.

TABLE 16: MULTIPLE REGRESSION SUMMARY
FOR SIXTH GRADE ANGLOS

N = 50

	SEI	Reading	Mathematics
No. of Predictors	9	8	8
Multiple-R	.68	.78	.79
F-Ratio	19.87**	17.50**	25.25**
*Useful Predictors	Reading Age (-)	Scholastic Aptitude SEI Father's Occupation Teacher Checklist	Scholastic Aptitude Father's Occupation SEI

** P < .01

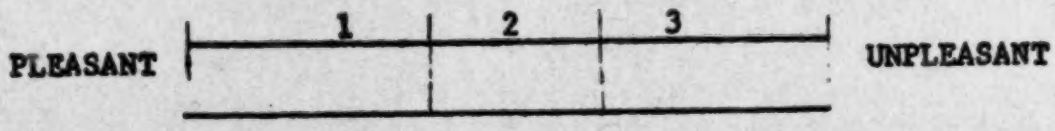
* Only those predictors which had significant regression coefficients are listed.

HOW I SEE MYSELF

We are asking your help in a study being made at the Center for Planning and Evaluation that involves your school. Our interest is in the way you feel about yourself.

Now read the following and do the example:

On the next page are pairs of words. In each pair, one word is the opposite of the other. There are three steps between the pairs of words as shown below:



Consider the words PLEASANT and UNPLEASANT. If you feel you are pleasant most of the time, put an X in the "1" box. If you feel you are pleasant sometimes and unpleasant sometimes, put an X in the "2" box. If you feel you are unpleasant most of the time, put an X in the "3" box.

Now do the example. Be sure to put an X in the middle of the box which describes most nearly how you feel about yourself. Do not worry or puzzle over any one word. It is your immediate feeling we want. Do not omit any word.

Be as honest as you can. Neither your teacher nor your principal will see your paper. If you do not understand a word, please raise your hand and an Assistant will come to your seat and explain it to you.

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HOW I SEE MYSELF

Student's name_____
(First) (Last)

School_____

Grade level_____

Sex:
boy_____ (check one)
girl_____

Teacher's name_____

	1	2	3	
Selfish				Not Selfish
Good				Bad
Sad				Happy
Slow				Fast
Clean				Dirty
Strong				Weak
Cowardly				Brave
Honest				Not Honest
Slow Learner				Fast Learner

	1	2	3	
Calm				Nervous
Not Fair				Fair
Kind				Mean
Not Friendly				Friendly
Wise				Foolish
Polite				Rude
Lazy				Alert
Nice				Awful
Not Careful				Careful

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